

What's Up Doc? Students Prescribing Solutions to Improve Reading "The Big Ideas"

Enduring Understanding :

Effective readers monitor, assess, and reflect on their thinking and comprehension.

Essential Questions:

How do readers use thinking strategies to monitor their reading?
How do we teach students strategic thinking and reflective practice?

Objectives: Teachers will be able to describe/explain thinking strategies readers use, teach students to monitor their comprehension to diagnose breakdowns and apply thinking strategies, guide students to monitor and record reading progress.

Part I The Diagnosis

Common Core Shifts:

- Text complexity
- Close reading
- Annotating text
- Supporting claims with text evidence

Recognizing the Symptoms, Making a Diagnosis, Treating the Problem(s):

- Modeling
- Teaching Self-monitoring and reflection
- Time for guided and independent practice and reflection
- Conferencing

Struggling vs. Striving:

Symptoms of Ineffective Reading

- Trip with No Scenery
- Ping Pong Reading
- Consumers and Extraterrestrials
- World Brains and School Brains
- Mindless Routines
- Freeloading and First Down Punting

Part II Treatment

Climate of Literacy

- Developing metacognition
- Creating a climate of trust (non-judgmental)
- Discussing the reading process
- Setting goals
- Being reflective readers
- Time

7 Key Comprehension Strategies (Ellin Oliver Keene)

- * Build Background Knowledge + Make Connection
- * Ask and Answer Questions
- * Create Mental Images
- Make Inferences
 - *• Predict / Draw Conclusions
 - *• Analysis / Theme
- Determine Importance
 - *• Main Idea / Supporting Details
- Synthesize New Information
 - *• Summarize / Generalizations / Evaluation
- Monitor Their Own Reading (Performance)
 - *• Self Talk / Metacognition

Part II Treatment Continued

Other Fix Up Strategies (Chris Tovani)

- Stop and think about what you've already read and/or know.
- Reflect in writing on what you have read.
- Use print conventions.
- Retell what you've read (different from summarizing).
- Reread
- Notice patterns in text or text structure.
- Adjust reading rate.
- Use Context Clues

Part III Maintaining a Healthy Reading Life

Goal Setting and Monitoring

- Individualized instruction/differentiation
- Using target sheets
- Student ownership
- Student self-assessments
- Student reflection

Applying and Monitoring Targets

- Reading logs
- Journals
- Annotations
- Sticky Notes
- Discussions (Socratic circles)
- Annotated collaboration
- Silent conversation
- Active reading charts

On-Going Teacher Support

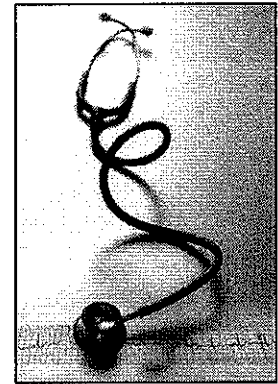
- Lessons for readers
- Gradual Release of Responsibility
- Importance of Modeling
- Selecting Minilessons
- Conferencing and Reteaching
- Creating a Culture of Collaboration
- Talking about What Readers Do Every Day

What's Up Doc? Examining How You Read

Developed from Chapter 2 "Literacy Learning" *Reading and the High School Student: Strategies to Enhance Literacy*, Second Edition by Judith Irvin, Douglas L. Buehl, and Ronald M. Klemm

Directions

- Read the statements, reflect on your reading, and rate how true they are for you as a reader.
- Be honest in your answers.



Symptoms	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
1. I read to get finished.					
2. I read to answer questions.					
3. I don't put a lot of effort into reading and wait for the teacher to explain the material after we finish reading.					
4. I pretend to read, but I don't really know what to do. I copy what everyone else is doing.					
5. Reading is difficult, so I wait for the teacher to explain what I need to know.					
6. What I read doesn't reflect what I know about the world.					
7. I don't think about what the author is saying, what they provided in the text to help me to understand or my own thinking or background knowledge when I read.					
8. I do not read the whole passage. I read the question and skim for the answer in the text, jumping back and forth between the questions and the passage.					
9. After I have read, I go with what sounds right without ever really understanding why it is right or wrong when I answer questions.					

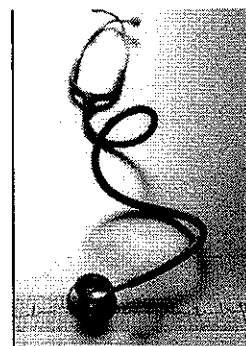
Symptoms	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
10. I miss what it was that I was supposed to learn when I read. I pull information from text, but the information doesn't fit together and doesn't make sense					
11. As soon as the test is over or a new chapter is started, the old information that I read is erased to make room for more short term learning.					
12. I read, but I don't remember it.					
13. I use strategies to avoid reading like pretending to read, saying it's too hard or I don't understand, whining, complaining, doing incomplete work, refusing to do the work, and off task behavior.					
14. Reading does not relate to my life, and it doesn't help me to better understand the world.					
15. It is difficult to remember material that I have read for the test and difficult to apply information that I have read to other situations.					
16. I stop trying when it seems too hard.					
17. Learning is completing worksheets.					
18. I don't have a clear plan and purpose when I read. I don't use reading strategies to accomplish that purpose.					

What's Up Doc? Diagnosing Your Reading and Prescribing Ways to Improve

Ways of Thinking and Reading

Developed from Chapter 2 "Literacy Learning" *Reading and the High School Student:*

Strategies to Enhance Literacy, Second Edition by Judith Irvin, Douglas L. Buehl, and Ronald M. Klemm



Less Effective Reading	Reflection, Self-Diagnosis, and Prescription	Less Effective Reading	Reflection, Self-Diagnosis, and Prescription
<p>1. Reading like it is a trip with no scenery.</p> <p>Students read with one single objective in mind to finish. They don't pay attention to what they encounter along the way like ideas and information. They don't think about what the author is saying. They don't notice their thinking or understanding as they read. They don't notice what the author has given them to help comprehension: text structure, context clues, text features.</p> <p>Symptom: "I read it, but I don't remember it."</p> <p>Prescription</p> <ul style="list-style-type: none"> • Vary the speed you read (slow down, stop and think, or even back track), especially when something seems important in the text. • Reread the material. • Use text features like subheads to ask questions to check understanding. • Talk to someone about your questions or what you are reading. • Use strategies and annotate as you read, interacting with the text and marking areas of confusion helps to keep readers focused. • Read to experience ideas and information. 	<p>Assessment/Diagnosis Score</p> <p>1 The Trip With No Scenery (1, 6, and 12)</p> <p>___ + ___ + ___ = _____</p> <p>What behavior(s) do you exhibit that reflects this type of ineffective reading?</p> <p>What is your prescription or treatment for this type of ineffective reading?</p>	<p>2. Mindless Routines</p> <p>Students read and answer without thinking. They are able to answer literal level questions without really understanding the text. They go with what sounds right without ever really understanding why it is right or wrong. They put little thinking into the reading assignment. They ask for worksheets or other literal activities. They equate completing worksheets with learning.</p> <p>Symptom: "I read the text and wait to understand when the teacher explains it."</p> <p>Prescription</p> <ul style="list-style-type: none"> • Use reading strategies while reading. • Annotate as you read, interacting with the text and marking areas of confusion helps to keep readers focused. • Realize that learning requires thinking and engagement. • Don't ask for worksheets because they are easier and require less thought. 	<p>Assessment/Diagnosis Score</p> <p>3 Mindless Routines (3, 9, and 17) ___ + ___ + ___ = _____</p> <p>What behavior(s) do you exhibit that reflects this type of ineffective reading?</p> <p>What is your prescription or treatment for this type of ineffective reading?</p>

<p>5. Freeloading and First Down Punting</p> <p>Student depends nearly exclusively on the teacher for insight about the topics instead of doing the thinking for themselves about what is important about the subject, how to organize that knowledge, and how that knowledge relates to other content knowledge and prior knowledge. They give up and hope the teacher will do it for them. They use strategies to avoid reading like pretending to read, saying "it's too hard" or "I don't understand," whining, complaining, doing incomplete work, refusing to do the work, and exhibiting off task behavior.</p> <p>Symptoms "Reading is difficult, so I wait for the teacher to explain what I need to know."</p> <p>Prescription</p> <ul style="list-style-type: none"> • Preview the text with strategies like Thieves. • Read the entire passage before answering. • Apply reading strategies like summarizing, connecting, predicting, visualizing, etc. while reading. • Use text features like graphs, pictures, pull quotes, etc. to deepen understanding of text. • Monitor understanding and use strategies like varying rate and re-reading. 	<p>Assessment/Diagnosis Score</p> <p>5. Freeloading and First Down Punting (5, 13, and 16) ____ + ____ + ____ = _____</p> <p>What behavior(s) do you exhibit that reflects this type of ineffective reading?</p> <p>What is your prescription or treatment for this type of ineffective reading?</p>	<p>6. World Brains and School Brains</p> <p>The world brain takes up most of the student's brain space. It is what the student knows and understands (schema) about the world. The school brain is much smaller. The two are separated, and very little is transferred from the school brain into the brain that makes sense of things. The school brain has very little storage capacity, and information does not stay in very long. It is used for short term memory. As soon as the test is over or a new chapter is started, the old information is erased by more short term learning. Persistence of student misconceptions is a symptom because these reside in the world brain, and what is learned does not make it into long term memory. Examples of misconceptions include: wars are conflicts between good guys and bad guys, talented writers do not revise, colds are caused by becoming chilled.</p> <p>Symptoms "What I read doesn't reflect what I know about the world."</p> <p>Prescription</p> <ul style="list-style-type: none"> • Preview the text with strategies like Thieves. • Examine what I know about the topic and analyze whether or not it fits with the text and if my thinking has changed after reading the text. • Apply reading strategies and annotate paying special attention to places where my prior knowledge contradicts the text. 	<p>Assessment/Diagnosis Score</p> <p>6. World Brains and School Brains (9, 11, and 14) ____ + ____ + ____ = _____</p> <p>What behavior(s) do you exhibit that reflects this type of ineffective reading?</p> <p>What is your prescription or treatment for this type of ineffective reading?</p>
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3. Ping Pong Reading

Instead of reading the text in its entirety, students jump back and forth between the text and the assigned questions or task. They skim and scan the text for words that answer the question and jump to the next question. They do not learn the material, but they do answer literal, fact based questions. Students do not engage with the text to learn. As a result, the content is not understood or learned, so students have trouble with tests or other situations where they do not remember key material and do not show mastery of content.

Symptom: "The point of reading is answering questions."

Prescription

- Read the entire passage before answering.
- Apply reading strategies like summarizing, connecting, predicting, visualizing, etc. while reading.
- Use text features like graphs, pictures, pull quotes, etc. to deepen understanding of text.
- Use a prereading strategy like THIEVES.
- Annotate as you read, interacting with the text and marking areas of confusion helps to keep readers focused.

Assessment/Diagnosis Score

2 Ping Pong Reading (2, 8, and 15) ____ + ____ + ____ = ____

What behavior(s) do you exhibit that reflects this type of ineffective reading?

What is your prescription or treatment for this type of ineffective reading?

4. Consumers and Extraterrestrials

Students are confused and unsure how to read a textbook, article, or other type of text. They are unsure what they need to identify as they read text, what to do with text, how to find information in text, or how to tell if they understand and what to do about it if they don't. Reading is not purposeful, doesn't make sense, and doesn't make them more knowledgeable or thoughtful about the topic. They do not understand the thinking involved in reading. They pluck information from text, but the information doesn't fit together and doesn't make sense. They miss what it was that they were supposed to learn. Often they disguise a lack of comprehension by changing the subject, chatting with the teacher, or pretending to read.

Symptoms: "I pretend to read, but I don't really know what to do. I copy what everyone else is doing."

Prescription:

- Apply the reading strategies while reading.
- Pay attention to instruction on reading text, text structure, context clues, etc.
- Use prior knowledge about reading and topic.
- Use text features like graphs, pictures, pull quotes, etc. to deepen understanding of text.
- Annotate as you read, interacting with the text and marking areas of confusion helps to keep readers focused.

Assessment/Diagnosis Score

4. Consumers and Extraterrestrials (4, 10, and 18) ____ + ____ + ____ = ____

What behavior(s) do you exhibit that reflects this type of ineffective reading?

What is your prescription or treatment for this type of ineffective reading?



LAKE ZURICH COMMUNITY UNIT School District 95

Seven Reading Comprehension Strategies

Determining What is Important – Readers identify themes and diminish focus on less important ideas or pieces of information. Thoughtful readers identify big ideas. They learn how to use text features as clues. Some of the questions learners answer: “What’s the big idea?” or “So what?”

Drawing Inferences – Readers combine background knowledge and textual information to draw conclusions and interpret facts. Thoughtful readers make predictions, seek answers to questions, draw conclusions, and create interpretations that deepen their understanding of text. Some of the questions learners answer: “I wonder why...” “I wonder how...” or “I wonder if...”

Connections -Using Prior Knowledge – Readers build on previous knowledge and experiences to aid in comprehension of the text. Thoughtful readers notice pieces of text that relate to or remind them of their lives, past experience, prior knowledge, other books and articles, songs, events, people, issues, etc.... Learners say, “That reminds me of...” or “I read another book that...” or “That made me think of...” or “That is different from...” or “I remember when....”

Asking Questions – Readers wonder and inquire about the text before, during, and after reading. Thoughtful readers ask questions of the author, themselves, and the text. Learners ask, “What is the author trying to say?” or “What is the message?” or “Do I know something about this topic?” or “What do I think I will learn from this text?” or “How could this be explained to someone else?” or “What predictions do I have about this reading?”

Synthesize- Readers combine new information from their reading with existing knowledge in order to form new ideas or interpretations. Synthesis is creating a single understanding from a variety of sources. Thoughtful readers answer the question, “How do I use what I’ve read to create my own ideas?”

Visualization- Creating Mental Images – Readers use the five senses to build images in the mind that enhance the experience of reading. Thoughtful readers create a wide range of visual, auditory, and other sensory images. Some of the ways learners talk about text is: “I can picture...” or “I can see...” or “I can visualize...” or “The movie in my head is ...” or “I can taste/ feel/smell/hear...”

Monitoring Comprehension and Meaning – Readers use an inner voice to think about if the text makes sense or not. Thoughtful readers use fix up strategies if they have trouble understanding. When learners struggle with specific words, phrases, or longer passages, they use a wide range of problem-solving strategies including skipping ahead, rereading, asking questions, using a dictionary, and reading the passage aloud.

Name _____

Student-Friendly Reading Comprehension Targets

	Reading/Thinking Strategy		Reading/Thinking Strategy		Reading/Thinking Strategy
	Connecting (Red) Thoughtful readers notice pieces of text that relate to, or remind them of, their lives and background knowledge.		Drawing Inferences (Orange) Thoughtful readers combine background knowledge and textual information to draw conclusions and interpret facts.		Questions (Blue) Thoughtful readers ask questions and pursue answers of the author themselves, and the text.
1	I can make a connection.	1	I can make an inference.	1	I can ask questions to help understand surface meaning.
2	I can make a connection and relate it back to the text.	2	I make realistic inferences supported by text evidence, life experience (connection), or prior knowledge. I use background knowledge and understanding of context to infer information not given.	2	I can ask open-ended ("how" and "why") questions to deepen understanding of text.
3	I can make Text-to-Text or Text-to-World connections and cite supporting evidence within the text.	3	I can confirm, revise and/or reject inferences and support them using textual evidence, author's style, genre, or connections.	3	I can pose questions and pursue answers (research) to extend learning beyond the text.
4	I can use connections to enhance meaning, evaluate, and form interpretations of the text.	4	I can use multiple inferences within a text to enhance meaning, evaluate, and form interpretations.	4	I can create and answer essential questions to enhance meaning, evaluate, and form interpretations of the text.
Deep		Deep		Deep	

Determine Importance (Yellow)		Predicting (Orange) Thoughtful readers continually wonder about the text using text clues and background knowledge to think about what might come next.		Self-Monitor and Self-Evaluation (Purple) Thoughtful readers use an inner voice to evaluate their understanding of a text and apply strategies to enhance comprehension.
1	I recall some of the events, people, and places in the text.	1	1	1
2	I use text structure and text features to distinguish important information from unimportant information.	2	2	2
3	I use text dependent questions to identify and distinguish between main ideas and details.	3	3	3
4 Deep	I identify the relationships between ideas to move to a deeper understanding of text.	4 Deep	4 Deep	4 Deep

Reading/Thinking Strategy		Reading/Thinking Strategy		Reading/Thinking Strategy	
Synthesis (Green) Thoughtful readers combine new information from their reading with existing knowledge in order to form new ideas or interpretations from a variety of sources.		Visualization (Brown/Maroon) Thoughtful readers can create graphic representations or mental imagery from the text.		Vocabulary (Considered Part of Background) [Pink]	
1	I can organize information from multiple sources	1	I can create/act out/describe a visual image from the text.	1	I recognize words key to the text that I don't know that impact my comprehension.
2	I can identify the big idea from multiple sources.	2	I can find details in the text to support the visual image.	2	I use multiple resources to help understand unknown key words including prior knowledge and reference sources (synonyms/antonyms/ similar word forms/ definitions).
3	I can transfer the big idea from multiple sources to create enduring understandings.	3	I can confirm or revise a visual image using additional text support.	3	Recognize roots and affixes to understand word and parts of words (beginnings, middles, and ends)
4	I can synthesize information from multiple sources to enhance meaning, evaluate, and form interpretations beyond the text.	4	I can explain how the process of visualization enhances meaning and helps to evaluate and form interpretations.	4	Use context clues in the same sentence, the sentences before or after, or the whole passage to discover the meaning of words (synonym, antonym, definition, example, gist clues)
Deep		Deep		Deep	





Original Assessment Instrument Created by Janell Cleland, Carol Porter-O'Donnell, Mike Egan, Jennifer Franco, Ed Solis, Dennis Szymkowiak, and Jodi Wirt from Mundelein High School (1992). Revisions Made by Janell Cleland, Sara Morris, and Carol Porter-O'Donnell from Deerfield High School (2007). Revisions made by Jodi Wirt and Stacie Noisey Lake Zurich CUSD 95 (2010). Based on the work of Ellen Oliver Keene.

Strategy Usage Tracking (Conferencing and Small Group Instruction)




Quarter _____ Period _____

[illegible]

Annotating Fiction Bookmark

Before	Previewing Title & Subtitles Front, Back, Inside Cover Chapter & Section Titles Pictures																														
	Character (Who)  Protagonist Antagonist Minor characters Characterization (physical, personality, speech, behavior, actions, thoughts, feelings, interactions) Dynamic vs. Static Characters Round vs. Flat Characters																														
	Plot (What)  Exposition Falling Action Rising Action Resolution Climax Conflict Theme																														
	Setting Where When 																														
	Author's Craft (Fig Lang/Lit Terms) <table border="0"> <tr> <td>Simile/Metaphor</td> <td>Pun</td> <td>Irony</td> </tr> <tr> <td>Personification</td> <td>Paradox</td> <td>Flashback</td> </tr> <tr> <td>Hyperbole</td> <td>Allusion</td> <td>Foreshadowing</td> </tr> <tr> <td>Imagery</td> <td>Alliteration</td> <td>Point-of-View</td> </tr> <tr> <td>Synecdoche</td> <td>Assonance</td> <td>(1st, 2nd, 3rd – omniscient and limited)</td> </tr> <tr> <td>Metonymy</td> <td>Onomatopoeia</td> <td></td> </tr> <tr> <td>Idiom</td> <td>Dialect</td> <td></td> </tr> <tr> <td>Symbolism</td> <td>Suspense</td> <td></td> </tr> <tr> <td></td> <td>Mood</td> <td></td> </tr> <tr> <td></td> <td>Tone</td> <td></td> </tr> </table>		Simile/Metaphor	Pun	Irony	Personification	Paradox	Flashback	Hyperbole	Allusion	Foreshadowing	Imagery	Alliteration	Point-of-View	Synecdoche	Assonance	(1 st , 2 nd , 3 rd – omniscient and limited)	Metonymy	Onomatopoeia		Idiom	Dialect		Symbolism	Suspense			Mood			Tone
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During	Vocabulary  (pg #, sentence, definition, reason used) Words I don't know New words I can use in my writing Words that are important to the story																														
	Reading Strategies and Codes <table border="0"> <tr> <td>Question</td> <td>I</td> <td>interesting or surprising</td> </tr> <tr> <td>Connect</td> <td>PK</td> <td>prior knowledge</td> </tr> <tr> <td>Predict</td> <td>L</td> <td>learned something new</td> </tr> <tr> <td>Infer</td> <td>E</td> <td>emotion shown</td> </tr> <tr> <td>Visualize</td> <td>V</td> <td>good Imagery/can visualize</td> </tr> <tr> <td>Determine</td> <td>??</td> <td>confusion</td> </tr> <tr> <td>Importance</td> <td></td> <td></td> </tr> <tr> <td>Synthesize</td> <td>I</td> <td>important information</td> </tr> </table>		Question	I	interesting or surprising	Connect	PK	prior knowledge	Predict	L	learned something new	Infer	E	emotion shown	Visualize	V	good Imagery/can visualize	Determine	??	confusion	Importance			Synthesize	I	important information					
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Margins Jot down explanations of the markings above along with any opinions, reactions, reflections, or comments on writer's craft. Note patterns & repetitions. All markings must have an explanation in the margin.																															
After	Reflection Review and Synthesize annotations -conclusions -examine patterns & repetitions; determine possible meanings -meaning of title -speculation on character future -theme Write a Reader Response.																														

Annotating Non-Fiction Bookmark

Before	THIEVES (Title, Headings, Introduction, Every first sentence, Visuals and Vocabulary, End, Summary)																																			
	Preview the following Text Features: Title, Front Cover & Back Cover, Introduction, Chapter & Section Titles, First Sentences, Illustrations & Visuals, Vocabulary Margins Jot down questions, predictions, & connections																																			
During	Mark the following in the text: Who  When or Where  Vocabulary 																																			
	<table border="0"> <tr> <td>I</td> <td>interesting or surprising</td> </tr> <tr> <td>PK</td> <td>prior knowledge</td> </tr> <tr> <td>??</td> <td>confusion (Self Monitor)</td> </tr> <tr> <td>?</td> <td>Question</td> </tr> <tr> <td>I</td> <td>important information (Determine)</td> </tr> <tr> <td>M</td> <td>main (central idea) Importance</td> </tr> <tr> <td>SD</td> <td>supporting detail</td> </tr> <tr> <td>EX</td> <td>example</td> </tr> <tr> <td>L</td> <td>learned something new</td> </tr> <tr> <td>E</td> <td>emotion shown</td> </tr> <tr> <td>AG/DIS</td> <td>I agree/I disagree (Evaluation)</td> </tr> <tr> <td>V</td> <td>good imagery/can Visualize</td> </tr> <tr> <td>INF</td> <td>Inference</td> </tr> <tr> <td>P</td> <td>Prediction</td> </tr> <tr> <td>T-T</td> <td>Text-to-text Connection</td> </tr> <tr> <td>T-W</td> <td>Text-to-World Connection</td> </tr> <tr> <td>T-S</td> <td>Text-to-Self Connection</td> </tr> </table>		I	interesting or surprising	PK	prior knowledge	??	confusion (Self Monitor)	?	Question	I	important information (Determine)	M	main (central idea) Importance	SD	supporting detail	EX	example	L	learned something new	E	emotion shown	AG/DIS	I agree/I disagree (Evaluation)	V	good imagery/can Visualize	INF	Inference	P	Prediction	T-T	Text-to-text Connection	T-W	Text-to-World Connection	T-S	Text-to-Self Connection
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After	Reflection Review and Synthesize annotations -conclusions -meaning of title -examine patterns & repetitions; determine possible meanings -speculate on future; character, narrative, implications, affect -theme -usefulness; how does this apply to life? Write a Reader Response.																																			

Self-Monitoring

How do you know when you are confused or stuck?

- 1) The voice inside the reader's head isn't interacting with the text and is only reciting the words on the page, indicating confusion or boredom. The reader is not having a conversation, talking back to the words on the page, asking questions, agreeing or disagreeing with the content.
- 2) The camera inside the reader's head shuts off, and the reader can no longer get a visual image from the words, indicating meaning has been interrupted.
- 3) The reader's mind begins to wander. Thinking about something far removed from the material is a signal that meaning has been interrupted.
- 4) The reader can't remember what has been read. If a reader can't retell part of what has been read, it is a signal that they are confused or stuck.
- 5) Literal, clarifying questions asked by the reader are not answered. This shows that the reader is not focused or does not have enough background knowledge.
- 6) The reader re-encounters a character or concept and has no recollection of when it was introduced or what it is. This signals the reader was not paying attention and needs to repair comprehension.

What do you do when you are confused?

Fix Up Strategies

- Stop and think about what you have already read.
- Reread
- Adjust Reading Rate (Slow Down or Speed Up)
- Determine Importance, Summarize, Retell
- Make Predictions
- Formulate Opinions
- Make Connections
- Ask Questions
- Visualize
- Analyze the Author's Craft
- Use Print Conventions
- Write Reflections, Reactions, or Comments
- Look for Patterns & Repetitions (including text structure)
- Use context clues (synonym, antonym, definition, example, and gist) and morphology for key vocabulary

Goal Strategy Reflection

- Read through your reading logs, journals, reflections, annotations, and sticky notes that you have completed this quarter.
- Make tally marks next to the strategies indicating the number of times that you used them.
- Create a line using the strategy's color to show how many times that you used the strategy in comparison to the others.
- Reflect on your use of the individual strategies and share evidence on the second page.
- Use this information to set goals for your strategy usage.

Strategy	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Self-Monitor																										
Evaluate																										
Synthesize																										
Connect																										
Visualize																										
Prediction																										
Question																										
Determine Importance																										
Writer's Craft																										
Vocabulary																										
Research																										
Number of Times Used	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

What is the Strategy that you used the most? Why? _____

What is the Strategy that worked the best? Why? _____

What is the Strategy you used the least? Why? _____

Goal Strategy and Target: _____

Evidence: _____

Goal Strategy and Target: _____

Evidence: _____

Goal Strategy and Target: _____

Evidence: _____



Continuum of Reading

- Which ineffective reading strategies are you working to improve? Circle two.

Trip with No Scenery Ping Pong Reading Mindless Routines Consumers and Extraterrestrials
Freeloading and First Down Punting World Brains and School Brains


- What effective strategies are you using to help?

- Read the descriptions for *Before Reading*, *During Reading*, and *After Reading*. Decide where you fall on the continuum as a reader and circle the number of where think you are at currently.
- Circle the thinking you are working toward *Before Reading*, *During Reading*, or *After Reading*. Choose one or two for each stage of reading.
- Put an X next to thinking that you are trying to outgrow.

Unconfident	Student Rating	Confident
<i>Before Reading</i>		
<ul style="list-style-type: none"> reluctantly approach or resist reading tasks possess limited background knowledge inconsistently recall or use background knowledge read without a clear purpose read without considering how to approach the material set minimal or no goals 	<p>1 2 3 4 5 6 7 8 9 10</p> <p style="text-align: center;"></p> <p>Thinking that I am working towards during pre-reading</p>	<ul style="list-style-type: none"> confidently approach reading tasks activate their background on the subject before reading connect background knowledge to new learning know their purpose for reading make predictions and choose appropriate strategies set relevant, attainable goals
<i>During Reading</i>		
<ul style="list-style-type: none"> possess a limited attention span need guidance for reading tasks possess a limited vocabulary do not consistently employ word attack skills read word by word, lack fluency do not monitor their comprehension a) do not perceive organizational structures b) read everything at the same rate, often very slowly c) read to get done d) give up when reading is difficult or uninteresting e) get only pieces rather than integrating information f) do not ask relevant questions g) often to do not create mental images as they read h) do not realize and/or do not know what to do when they do not understand i) do not recognize important vocabulary j) do not use context clues use a limited number or strategies or repeat their mistakes 	<p>1 2 3 4 5 6 7 8 9 10</p> <p style="text-align: center;"></p> <p>Thinking that I am working towards during reading</p>	<ul style="list-style-type: none"> focus their complete attention on reading are able to read independently possess an extensive vocabulary use appropriate decoding or word attack skills read fluently monitor their comprehension a) use text structure to assist in comprehension b) adjust rate according to purpose c) read to learn; anticipate and predict meaning d) persevere with even unfamiliar passages e) organize and integrate new information by searching for main ideas, inferring, synthesizing, etc. f) raise related questions g) create visual and sensory images from text h) use fix up strategies when they do not understand (reread, read aloud, etc.) i) strive to understand new terms j) use context clues are flexible according to task

Adapted from Reading and the High School Student
Judith L. Irvin, Douglas R. Buehl, and Ronald M. Klemm

Continuum of Reading Continued

After Reading		
<ul style="list-style-type: none"> forget or mix up information only look for the "answer" and give verbatim responses do not read outside of school feel success is unattainable, a result of luck rely on the teacher for information express negative feelings about reading avoid reading at all costs 	<p>1 2 3 4 5 6 7 8 9 10</p> <p style="text-align: center;"></p> <p style="text-align: center;">Thinking that I am working towards after reading</p>	<ul style="list-style-type: none"> reflect on what they read and add new information to their knowledge base summarize major ideas and recall supporting details, make inferences, draw conclusions, paraphrase seek additional information from outside sources feel success is a result of effort can independently gain information express opinions about or pleasure in selections they have read choose reading for the sheer joy of it

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Reflection Questions

Were you able to move?

What was your motivation to read this piece: high, medium, low?

What was your background knowledge about this topic: high, medium, low?

What was your interest in this topic and task: high, medium, low?

What was your purpose for reading? _____

How much attention do you think it took? _____

Does the type of text you are asked to read influence where you are on the continuum? Yes or No

Circle the text that you feel confident reading. Put an X over the text that you feel unconfident reading.

Short Story Novels Autobiography/ Biography

Drama Speeches Poetry

Textbooks Reference Books Nonfiction Books Articles Editorials Essays

How would you rate yourself differently with the text you felt confident with in comparison with the text that you felt unconfident with?

What does this tell you about yourself as a reader? _____